



Students Consulting On Teaching



UNIVERSITY OF
LINCOLN

For further information about the SCOTs project go to <http://tinyurl.com/lincolnscots> or email scots@lincoln.ac.uk

The SCOTs project provides a valuable resource for lecturers to get student feedback on the teaching and learning in their classes.

Students are 'experts' on what it is like to sit in classes. The SCOTs are not enrolled in the classes of the lecturers they work with, so they can offer an objective student perspective.

SCOTs undertake training before working on the project and attend regular SCOTs meetings. The project is 'teacher driven' and completely confidential with the lecturer and the SCOT negotiating how the task will be undertaken.

SCOTs presenting at the Higher Education Academy Subject Centre for Health, Sciences and Practice Annual 'Festival of Learning' 10th - 12th March 2009 at the University of Wolverhampton.



About the project

Students Consulting on Teaching is a pilot project in the School of Health and Social Care at the University of Lincoln.

Upon request by an academic, a trained student consultant/reviewer, who is not a member of the academic's classes is invited to provide feedback on teaching and learning in a particular session or module. This can be undertaken in a number of different ways, for example observation, interviews, video recording and taking notes. Because invited student consultant/reviewers are not enrolled in that course, or have not previously taken that course, the feedback that academics receive is from an impartial student's perspective.



About the team

The SCOTs are undergraduate students who are employed on a flexible part time basis. They all have an interest in teaching and learning and the enhancement of the student experience at Lincoln. The team also has a part-time student coordinator.



Lecturers have said...

"I found the input from the students (SCOTS) to be very positive and complimentary."

"They [the SCOTs] were clearly able to identify appropriate issues."

"Feedback from students is the ideal for improving lecturer skills, but your own students may have many reasons for not being fully frank. The SCOTs scheme is a fantastic solution to that problem."

"...prefer SCOTs observations to peer observations which can lack impartiality."

"I felt confident in your abilities to observe and assess my teaching and valued the feedback you gave."

"I feel that it is an excellent idea to gain feedback and comment from an impartial student source."

"It has given me confidence in my abilities and one or two of the comments from my SCOT have made me think differently about what I do and how I do it."

SCOTs have said...

"...hopefully lecturers will see the SCOTs are a tool to benefit/enhance peoples' learning rather than to criticise/evaluate those imparting the knowledge."

"At first I was nervous but the lecturer really wanted to hear my thoughts."

"I really enjoyed the training."

The project is supported through the Centre for Educational Research and Development as a significant strand of teaching enhancement work. The SCOTs team referred to on this poster is Deborah Etherington (Co-ordinator), Peter Wilding, Jody Playfoot, Rhiannan Pegg, Maxwell Flitton and Edward Perry. Karin Crawford, Principal Teaching Fellow, led the introduction of the scheme at the University of Lincoln.

Poster and leaflet design by Sue Watling, Learning and Teaching Co-ordinator in the Centre for Educational Research and Development.

Materials for the project have been developed, with kind permission, from original materials from Missouri State University and Brigham Young University, USA.



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